

Making Every Bite Count Class Details

Session 1: Let the Dietary Guidelines Be Your Guide

Topic: Welcome, Course Introduction, Team Building

Time: 9:00 – 9:45

Time Allotted: 45 minutes

Powerpoint Slides: 1 – 6

Presentation:

Welcome:

- 1) Introduce yourself; welcome participants.
- 2) Discuss the purpose of course and what you hope they'll learn from it.
- 3) Have each person introduce themselves and tell where they work, what they do and what they hope to get from the course.
- 4) Divide the attendees into groups of 3 – 4. (With larger groups there is greater opportunity for non participation, so keep the subgroups small.)
- 5) Suggested team building exercises:
 - a) Name Your Group:
 - i) Have participants find several things they have in common. Name the group according to these characteristics. Be creative!
 - ii) When finished have participants write the name of their group in large letters on an 8 ½ x 11 paper folded in thirds so that it stands up as a sign on the table. This will help you when you need to call on the groups.
 - iii) Group bonding is important for competition and interaction.
 - b) Self-Disclosure Introductions
 - i) Instruct participants to take 2 items (family pictures, credit cards, etc.) from their purse, wallet or pocket.
 - ii) When introducing themselves to their group, they should use whatever they took out to help describe themselves in at least 2 ways. (ex. rabbits foot: I am superstitious; dollar bill: I am such a tightwad, this the first dollar I ever earned.
 - iii) To introduce themselves to team members, have each participant state his/her name and attach adjective which that not only describes dominant characteristic but also starts with the first letter of his/her name (e.g., Marvelous Mary, Gourmet Gary, Dancing Diane, Sporty Stanley, etc.).
 - iv) Have each team give itself a name based on the personal characteristics of members.
 - v) When finished have participants write the name of their group in large letters on an 8 ½ x 11 paper folded in thirds so that it stands up as a sign on the table. This will help you when you need to call on the groups.
 - vi) Group bonding is important for competition and interaction.
- 6) Detailed discussion of how the course will be conducted

Topic: Changing the Scene

Time: 9:45 – 10:30

Time Allotted: 45 minutes

Resources: *Changing the Scene, USDA*
Dietary Guidelines slides , CNPP
Dietary Guidelines for Americans brochure, USDA

Powerpoint Slides: 7 - 34

Presentation:

- 1) Show Changing the Scene video; discuss.
- 2) Using PowerPoint presentation introduce the new Dietary Guidelines. These slides have been taken from Introducing the Dietary Guidelines, a presentation of USDA's Center for Nutrition Policy and Promotion.

This session is followed by a 15 minute break.

Topic: Dietary Guidelines Discussion

Time: 10:45 – 11:05

Time Allotted: 20 minutes

Discussion:

- 1) What was new in these guidelines? How do they differ from the previous? (The slides clearly show how the new DG's differ from the old).
- 2) What do you see in the DG's that relates to your personal health? Do they connect to your personal health? Brainstorm and make list on flip chart. Have individuals write on flip charts themselves.

Try to draw from the group that the DGs provide a framework for eating and exercise that will help to improve personal health.

Topic: Dietary Guidelines Review

Time: 10:45 – 11:05

Time Allotted: 20 minutes

Activity 1: Match the Activity to the Guideline.

The purpose of this activity is to reinforce the Dietary Guidelines and help participants commit the DG concepts to memory.

- 1) Distribute the Activity 1 work sheet to participants.
- 2) Working in groups, have participants write the guideline that matches the activity.
- 3) When completed have participants raise their hands (make note of the sequence in which groups finish).
- 4) Review answers with the group.
- 5) Give five points to the first group with the most correct answers.

Activity 2: Making Wise Choices.

This activity reinforces the principles of the Dietary Guidelines.

- 1) Distribute Activity 2 work sheets to participants.
- 2) Again, have participants work in groups to determine which choices are the best for implementing the Dietary Guidelines.
- 3) When complete have participants tape the group's answer sheet to a flip chart.
- 4) Discuss answers.
- 5) Give five points to the first group with the most correct answers.

Topic: Changing the Scene

Time: 11:35 – 12:00

Time Allotted: 25 minutes

Resources: *Changing the Scene PPT, USDA*
Beliefs and Attitudes of Americans Toward Their Diet (Nutrition Insights)
Diet Quality of Americans (Nutrition Insights)
US Food Supply Series & Dietary Guidance (Nutrition Insights)

Powerpoint Slides: Changing the Scene PPT – 31 slides

Presentation:

Child Nutrition Programs play an important role in shaping the nutrition habits of children. An alarming number of children are obese and the numbers keep rising. Too many children already have CVD risk factors. USDA believes that Child Nutrition Programs can help turn the tide.

The presentation addresses some concrete steps which may be taken by Child Nutrition Programs to reverse the trend.

This session is followed by a one hour lunch break.

Topic: Menu Changes

Time: 1:00 – 1:20

Time Allotted: 20 minutes

Discussion and Activity:

This session is designed to get participants to think about making menu changes and to share changes they have made and the techniques employed in getting student acceptance of change. This will stimulate those whose menus are stagnant to make changes.

Have four flip chart sheets taped to the wall. Label them A, B, C, D.

- 1) Have participants think about how they have changed menus to meet the demands of students.
 - a) On post-its have participants list 5 “nutritious” foods that used to be on the menu that are no longer offered. Place post-its on the A flip chart.
 - b) On another post-it have participants list 5 “non-nutritious” foods that used to be on the menu that are no longer offered. Place post-its on the B flip chart.
 - c) On another post-it list 5 new “nutritious” foods that have been added to the menu. Place post-its on the C flip chart.
 - d) On another post-it list 5 new “non-nutritious” foods that have been added to the menu. Place post-its on the D flip chart.
- 2) Discussion:
 - a) What prompted the menu changes?
 - b) How were the changes initiated?
 - c) How did students respond?
 - d) Develop a list of techniques for making menu changes which are well accepted by students.

Topic: Brainteaser

Time: 1:20 – 1:30

Time Allotted: 10 minutes

Resources: Brainteaser

Purpose: To clear afternoon cobwebs.

Activity:

1. Distribute brainteaser. Introduce it as a strictly “for fun” activity.
2. Have groups work together to complete.
3. Allow 8 minutes to complete.
4. Give points to the team with the most correct answers.

Topic: Relationship Between the Dietary Guidelines and Children's Health

Time: 1:20 – 1:50

Time Allotted: 20 minutes

Resources: *CDC: Guidelines for School Health Programs to Promote Lifelong Healthy Eating*
Report Card on Diet Quality of Children Ages 2 to 9 (Nutrition Insights)
Children, Adolescents and Advertising (Am Acad of Pediatrics Policy Statement)

Powerpoint Slides: 35 - 41

Presentation:

- 1) Relationship between Dietary Guidelines and children's health.
- 2) Cognitive impact of nutrition
- 3) Effects of childhood eating patterns on chronic disease risks of adults.
- 4) Eating behaviors of children and adolescents in US.

Topic: Physical Activity and Heart Disease IQ

Time: 1:50 – 2:10

Time Allotted: 20 minutes

Purpose: To enhance participants understanding of the role of exercise in maintaining a healthy life.
To get the group moving.

Resources: *Check Your Physical Activity and Heart Disease IQ*, NHLBI
Obesity & Fitness PowerPoint, CDC

Materials: Check Your Physical Activity and Heart Disease IQ Questionnaire
Cards with questionnaire answers; one answer per card.

Presentation:

- 1) Show Obesity and Fitness PowerPoint
- 2) Discuss the huge increase in the prevalence of obesity among Americans

Activity:

- 1) Distribute the Check Your Physical Activity and Heart Disease IQ questionnaire.
- 2) Have participants complete the questionnaire.
- 3) Divide group into 12 parts (probably pairs will work).
- 4) Distribute questionnaire answer cards.
- 5) Review questionnaire; have the pair with the answer read the answer.
- 6) Discuss as needed.
- 7) Have participants return to their groups when the activity is complete.
- 8) Have participants give themselves points according to the number of correct answers they had on the questionnaire.

Topic: **Aim for a Healthy Weight**

Time: **2:10 – 2:40**

Time Allotted: **30 minutes**

Resources: *Dietary Guidelines Booklet* p. 7 – BMI Index Chart
 Body Mass Index and Health (Nutrition Insights)
 ABC's of Healthy Living Video – Part 1 (~7 min))TX Dept of Human Services)

Powerpoint Slides: 42 - 43

Purpose: To provide participants with a mechanism for determining if they are at optimum weight.

Materials: Video: ABC's of Healthy Living – Part 1
 Body Mass Index table
 Body Mass Index graph
 Getting Physical Checkup

Presentation:

- 1) Show video: ABC's of Healthy Living – Part 1.
- 2) Briefly review problems of overweight and obesity. Discuss importance of maintaining a healthy weight. Relate to the numerous diseases which are caused or exacerbated by overweight: cardiovascular diseases, including strokes and heart attacks; diabetes; strain on muscles and bones.
- 3) Discuss BMI.
- 4) Distribute Body Mass Index table.
- 5) Have participants find their BMI.
- 6) Distribute Body Mass Index graph.
- 7) Have participants determine if they are at a healthy weight, overweight or obese.
- 8) Distribute and have participants complete Getting Physical Checkup

This session is followed by a 15 minute break.

Topic: **Increasing Physical Activity**

Time: **2:55 – 3:15**

Time Allotted: **20 minutes**

Resources: *Fitting in Fitness* by Carol Krucoff, Washington Post
Encouraging Kids to Get a Move On by Sally Squires, Washington Post
Staff Writer

Powerpoint Slides: 44 - 46

Purpose: To impress on participants the importance of physical activity and to help them find a physical activity that works for their life style.

Materials: Getting Physical Checkup
Guide to Physical Activity

Presentation:

- 1) To brainstorm re: conveniences which limit physical activity (moving walkways, food processors, drive through windows, the wheel, the computer, the automobile, automatic doors, etc, etc.) have participants jump up and write a convenience on a flip chart. The group with the most contributions gets points.
- 2) Discuss the benefits of physical activity.
- 3) Distribute and have participants complete Getting Physical Checkup.
- 4) How did the group score?
- 5) Distribute Guide to Physical Activity
- 6) Describe some of the successes listed in Encouraging Kids to Move On.
- 7) How can we get kids to exercise more? Brainstorm.

Topic: Implementation Planning

Time: 3:15 – 3:45

Time Allotted: 30 minutes

Purpose: To provide an opportunity for participants to plan exactly how they will implement information learned today.

Materials: Action Plan

Activity:

- 1) Working individually, have participants establish 3 specific objectives for implementing information addressed today.
- 2) What parties need to be involved?
- 3) Identify resources needed to accomplish these objectives.
- 4) Develop a plan for implementation.

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| Topic: | Evaluation |
| Time: | 3:45 – 3:55 |
| Time Allotted: | 10 minutes |
| Purpose: | To obtain feedback from participants regarding the course, materials and instructor. |
| Materials: | Evaluation form for Session 1. |
| Activity: | |
| | 1) Distribute evaluation forms. |
| | 2) Have participants complete. |
| | 3) Collect. |

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| Topic: | Points |
| Time: | 3:55 – 4:00 |
| Time Allotted: | 5 minutes |
| Purpose: | To maintain excitement and interest in the class. |
| Materials: | Prizes – lottery tickets are recommended. Also have lesser value prizes, candy bars, key chains, pens. |

Activity:

- 1) Ask who has 100+ points (probably no one will have this many but this depends on how you distributed points in the course of the day.
- 2) Determine who has the most points, give the best prize you have.
- 3) Give prizes to next 2 top winners.
- 4) If you have token prizes (pencil/pen) give everyone something.